

Heathlands Community Pre-school

Inspection report for early years provision

Unique reference number	251516
Inspection date	09/12/2008
Inspector	Gill Thornton
Setting address	C/O Broke Hall CP School, Chatsworth Drive, Rushmere St. Andrew, Ipswich, Suffolk, IP4 5XD
Telephone number	01473 417517
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Heathlands Community Pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It opened in 1980 and operates from a purpose built modular building situated in the grounds of Broke Hall Primary School in Ipswich. The building is accessed via a ramp and there are accessible toilet facilities. Once completed all children will share access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday during term time only from 09.00 to 11.30 and from 13.00 to 15.30. There are currently 77 children within the early years age range on roll. The pre-school receives funding for early education. There are seven members of staff, five of whom hold an appropriate early years qualification. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance. The setting is on the Early Years Register.

Overall effectiveness of the early years provision

Overall, the pre-school provides adequately for children in the Early Years Foundation Stage. Staff have a reasonable knowledge of the framework, but do not fully reflect its principles in their day to day practice, for example, arrangements are not in place to ensure children are provided with daily opportunities for outdoor play while the outdoor area is under construction. Children are generally happy and well settled and have access to an acceptable range of play and learning opportunities. Partnerships with parents are generally effective in ensuring all children are included and their individual needs met. Some systems are in place to monitor the provision but these do not successfully prioritise areas for development and improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop staff's knowledge and understanding of the EYFS to help them fully understand and reflect the principles of the framework in their day to day practice
- develop the use of observation and assessment and analyse and review the information gained to make informed decisions about children's individual progress and plan next steps to meet their learning and development needs
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and weaknesses and priorities for development that will improve the quality of the provision for all children
- develop the key person system to ensure it is effective in improving the two way flow of information with parents to promote a shared understanding of children's individual needs and ways of supporting their learning and

development.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure arrangements are made to provide children with daily opportunities for outdoor play.
(Organisation)

30/01/2009

The leadership and management of the early years provision

Children's welfare, care and safety are generally well promoted as staff understand the procedures and policies that support the smooth day to day running of the pre-school. Suitable procedures are in place to safeguard children and ensure staff respond appropriately if they should have a child protection concern. Appropriate procedures are in place to ensure children are cared for by suitable and qualified staff. Effective action has been taken to address weaknesses identified at the last inspection regarding the lack of staff holding current first aid and food hygiene certificates, therefore demonstrating a reasonable capacity to improve. However, previous recommendations to improve children's learning outcomes have not been implemented and planning and assessment continues to be an area for improvement. Staff are aware of each others roles and responsibilities and are generally deployed effectively to ensure all children are included and supported during their play.

In September the group moved into new, purpose built premises on the same site as their old Portacabin, which took precedence over the effective implementation of the EYFS. However, the manager has now applied for training for all staff to improve their knowledge and understanding of the framework to improve and support their practice. The pre-school's new premises are bright and spacious with child-friendly facilities to support children in their growing independence. The newly elected management committee have formed a strong team who are committed to improving the pre-school and they have already had a positive impact on the running of group. For example, holding an open morning to welcome new parents and arranging for fortnightly visits from a music teacher.

The quality and standards of the early years provision

Children generally settle well and develop warm relationships with staff, asking after their favourite if they are not present that day. They are generally confident to initiate conversation with adults and their peers, and seek out their friends on arrival. Staff are familiar with each child's individual background and needs and they are available to talk to parents at the start of the session. A key person system is in place, however, this is not fully effective in providing a meaningful two way flow of information with parents to promote a shared understanding of ways of supporting their child's learning and development.

Children are learning to recognise their own names and the more able ones

confidently identify the name and sound of the initial letter of their own name. Staff encourage their attempts to name their own work. Children enjoy demonstrating their skill at building with various construction kits and staff make good use of praise to encourage their sense of pride and achievement. Children enjoy whole group activities and listen and respond well to songs and stories, confidently predicting what will happen next and making their own suggestions, which staff acknowledge so that children feel valued. Children enjoy their favourite activities, especially the popular role play area where they become engrossed in exploring the attractive selection of play food and cooking utensils.

Children respond well to staff's consistent approach to expected behaviour which helps them develop their understanding of right from wrong. They are very familiar with the rules and routines of the setting and are confident to explain them to others. For example, reminding each other to help tidy up, consequently they develop a good understanding of caring for their environment. Children are learning to share and take turns and negotiate with each other over popular resources such as the small ride-on toys. They are learning to show care and concern for each other and are gaining an understanding of the wider world through discussions with staff, for example, while completing a jigsaw puzzle of a world map. Children enjoy many activities to develop their hand to eye coordination such as threading activities or using small hammers and tacks on cork boards. Staff encourage children's understanding of simple problem solving, for example, by encouraging them to count plastic coins and work out how many items they can buy.

The pre-school has a stimulating range of high quality toys and equipment, provided with funding for the new building. Staff set out an adequate range each day to interest the children attending, but they have not yet grasped the principle within the EYFS of supporting children's ability to engage in their self-chosen interests through the use of well planned continuous provision. In addition, the child-accessible storage facilities are not used to their full advantage to enable children to follow their own interests. Staff carry out brief observations of children's play and achievements which are supported by photographs. These are added to children's learning journeys, which form their records of progress. However, this information is not used to make informed decisions about children's progress or to plan the next steps in their learning and development. Consequently, there are missed opportunities to provide individual children with challenging learning experiences to help them make progress towards the early learning goals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.